



House
K-12 Finance
Work Group

WASHINGTON'S EDUCATION POLICY

1977-2004

A Journey Toward a Performance Based
Education System



Washington's Education Policy Major Revisions from 1977 to 2004

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- ❖ Basic Education Act of 1977
- ❖ 1978-1992– Fourteen years of refinements and studies
- ❖ 1990's – Education Reform - SB 5953 & HB 1209
- ❖ 1999 to present – Accountability
 - ▶ A+ Commission
 - ▶ HB 2195 and SB 5877
 - ▶ “No Child Left Behind Act of 2001”
- ❖ Summary of Changes – Then and Now



Washington Education Policy Before the Basic Education Act of 1977

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❖ Required subjects:

- ▶ Common school curriculum of reading, penmanship, orthography, written & mental arithmetic, geography, grammar, physiology & hygiene, & US history. SBE can add other subjects & set minimum grad requirements.
- ▶ Physical Education – 20 minutes per day for students in grades 1-8 and 90 minutes per week for high school students.
- ▶ Grad requirements: study of state & federal constitutions, one year of US history & government & one semester of state history & government.

❖ Student Learning Objectives – created by school districts.

❖ Diagnostic testing recommended at grade 2, standardized testing required for grade four and standardized test given to sample of eighth and eleventh grade students. Reports to legislature required on results.



The Basic Education Act of 1977

Goals for Student Skills

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- ❖ Provide students with the opportunity to achieve skills that are generally recognized as requisite to learning. Including the ability:
 - ▶ To distinguish, interpret, and make use of words, numbers, and other symbols, including sound, colors, shapes, and textures.
 - ▶ To organize words and other symbols into acceptable verbal and nonverbal forms of expression and numbers into appropriate functions.
 - ▶ To perform intellectual functions such as problem solving, decision making, goal setting, planning, predicting, experimenting, ordering and evaluating.
 - ▶ To use various muscles necessary for coordinating physical and mental functions.



The Basic Education Act of 1977

Program Requirements To Meet Skill Goals

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- ❖ 180 days of instruction for grades 1-12; 180 half-days for kindergarten.
- ❖ Instruction in basic skills meaning reading/language arts (which may include foreign languages), mathematics, social studies, science, music, art, health, and physical education.
- ❖ Instruction in work skills meaning industrial arts, home & family life, business & office, distributive education, agricultural, vocational, trade & industrial, health occupations, & technical and career education.
- ❖ An annual average of at least 25 hours a week of direct classroom contact required for certificated classroom teachers. Doesn't include preparation, conferences or non-classroom instruction duties.



The Basic Education Act of 1977

Program Requirements – To Meet Skill Goals

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❖ Kindergarten

- ▶ Reading, writing, language skills, district options

❖ Grades 1-3

- ▶ 2700 hours of instruction
- ▶ 95% in basic skills
- ▶ 5% district option

❖ Grades 4-6

- ▶ 2970 hours of instruction
- ▶ 90% basic skills
- ▶ 10% district option

❖ Grades 7-8

- ▶ 1980 hours of instruction
- ▶ 85% basic skills
- ▶ 10% work skills
- ▶ 5% district option

❖ Grades 9-12

- ▶ 4320 hours of instruction
- ▶ 60% in basic skills
- ▶ 20% work skills
- ▶ 20% district option, including traffic safety. $\frac{1}{2}$ must be in basic skills or work skills



The Basic Education Act of 1977

Accountability for Classroom Teaching

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- ❖ Certificated staff held accountable for proper & efficient classroom teaching to provide students with opportunity to learn skills generally recognized as requisite for learning.
- ❖ Implement district's curriculum, enforce rules, maintain records and reports.
- ❖ Maintain order & discipline & require excuses for absences, etc.
- ❖ Attend to healthful classroom atmosphere & student safety & report on students' educational growth.
- ❖ Failure to comply is sufficient cause for dismissal.



The Basic Education Act of 1977

Accountability for School Directors

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- ❖ Establish performance criteria and an evaluation process for programs and certificated staff, make staff assignments, and determine allocations of staff time.
- ❖ Determine number of instructional hours above the statutory minimum necessary to provide students with a “quality education”.
- ❖ Establish final curriculum standards, consistent with State Board of Ed.
- ❖ Provide an annual descriptive guide to the community that includes demographic information, criteria for staff evaluations, a summary of student learning objectives, and the results of comparable testing for all schools in the district.



State Education Policy 1978 - 1992

Fourteen Years of Refinement and Studies

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- ❖ 1979 – Transitional Bilingual Program created.
- ❖ 1983 - A Nation at Risk – called into question the rigor of the nation's education program in comparison to student and national needs.
- ❖ 1984 - High school grad requirements in law (18 credits), one credit in arts added in 1985. (Recommended by 3609 Committee). By 1986, high schools required to offer a program that permitted students to meet minimum college entrance requirements.
- ❖ 1985 – Report by the 3609 Committee recommended core competencies for student achievement, more rigorous graduation requirements and coupons for high school electives.



State Education Policy 1978 - 1992

Fourteen Years of Refinement and Studies

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- ❖ 1987 – Beginning in 1989, local effort assistance funds to be provided to eligible districts using a 10 percent formula. Teacher & principal preparation programs strengthened.
- ❖ 1990 – Norm- referenced tests required for eighth and eleventh grade students added to one for fourth graders. Results to be reported to community beginning in 1992.
- ❖ 1990 – Running Start program permitted juniors and seniors to attend a community college and earn dual high school and college credit for eligible college coursework.
- ❖ 1991 – GCERF began developing learning goals & recommended the development of a comprehensive assessment & accountability system.



Education Reform

SB 5953 & HB 1209

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- ❖ Concept: Move to a performance-based education system with state adopted academic standards, criterion-based student assessments, school and student accountability for results, and increased management flexibility for districts.
- ❖ Commission on Student Learning created and directed to develop:
 - ▶ Academic standards (EALR's) in reading, writing, math, speaking, science, history, geography, & critical thinking.
 - ▶ Statewide assessment program.
 - ▶ High school graduation contingent upon passage of state test
 - ▶ A statewide accountability system.
 - ▶ Deregulation of schools, beginning in 1998, later bumped to 2000.
 - ▶ Strategies to help educators.
 - ▶ Alignment with higher ed admissions standards.



Education Reform

SB 5953 & HB 1209

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- ❖ Student learning objectives repealed.
- ❖ HB 1209 added:
 - ▶ Four learning goals.
 - ▶ Timelines for the EALR's & statewide assessments.
 - ▶ Requirements for WASL's in elementary, middle & high school.
 - ▶ High school graduation assessment requirement contingent on validity and reliability of testing system, as determined by SBE.
 - ▶ CSL to recommend systems for assistance for struggling students, school interventions, & awards and incentives for successful schools.
 - ▶ Created SLIG grants, principal and administrator internship programs, paraprofessional training & annual school reports.
 - ▶ Created the JSCER & a legislative fiscal committee to recommend a new funding formula.



Education Reform System Refinements 1994 - 2002

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- ❖ 1995 – A few obsolete laws, unfunded programs and selected reporting requirements were repealed as a result of a JSCER study.
- ❖ 1996 – 2004
 - ▶ Assessment timelines were delayed and history, geography and civics were combined into one social studies assessment.
 - ▶ Focus on math through a program to provide professional development.
 - ▶ Focus on reading:
 - A second grade oral accuracy and fluency reading test was initiated.
 - Programs to help struggling readers created and refined.
 - Schools and districts to adopt three year goals to reduce the number of students who do not pass the fourth grade reading WASL.



Education Reform System Refinements 1994 - 2002

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- ❖ 2000 – Seat time and classroom contact requirements expire and average annual hours of instruction take effect.
- ❖ 2001 - A year of assistance and initiatives:
 - ▶ Initiative 728 directed the legislature to provide a stipulated dollar amount per student for lowering class sizes, extended learning, professional development, & other efforts to raise student achievement.
 - ▶ Initiative 732 directed the legislature to provide cost of living increases based on Seattle CPI for certain educational employees.
 - ▶ Focused assistance provided through budget to assist struggling schools.
- ❖ 2002 – School districts required to provide voc ed opportunities directly or indirectly unless waived.



Education Reform

Era of Accountability 1999 - 2004

State Accountability Framework

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- ❖ Statewide accountability framework adopted in 1999. A+ Commission created to oversee the system, including:
 - ▶ Adoption & revision of WASL cut scores & student improvement goals, including goals for all students & groups of students, & graduation & dropout goals.
 - ▶ Identify schools and districts for success, assistance or intervention, however intervention prohibited until legislature changes law to permit.
- ❖ Schools to adopt improvement goals for math in 4th & 7th grades. SLIG grants repealed & accountability implementation funds and regional helping corps provided, if funded.
- ❖ SBE adopts new grad requirements for class of 2008, including COM, & addition of high school and beyond plan, & culminating project.



Education Reform 1999 - 2004

Era of Assistance & Accountability

HB 2195 and SB 5877

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- ❖ Certificate of Mastery renamed and clarified as including reading, writing, and math for the class of 2008 and science in 2010.
- ❖ Assessment system refined:
 - ▶ High school students may retake WASL up to four times if unsuccessful.
 - ▶ Certificate of Individual achievement created for some special ed students.
 - ▶ Approved alternative assessments will be available.
 - ▶ Student plans for 5th, and 8th – 12th grade struggling students required.
 - ▶ Continuing ed plan for ELL students moving to postsecondary without a diploma.
 - ▶ Statewide assessments eliminated in listening, social studies, the arts, and health and fitness, local assessments may replace in all but listening.



Education Reform 1999-2004

Era of Assistance & Accountability

HB 2195 and SB 5877

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- ❖ Additional EALR's and assessment system refinements, including:
 - ▶ SPI to provide as much individual student info as possible through system.
 - ▶ SPI to provide diagnostic tools on website.
 - ▶ SPI to report on feasibility of returning test early.
 - ▶ SPI to review and prioritize EALR's and evaluate alignment if funded.
 - ▶ Assessments to be designed to show annual gain in reading & math.
 - ▶ Validity and reliability determination by SBE repealed.
 - ▶ A series of reports required – from 2004 through 2010.

- ❖ Learning assistance program revised, including:
 - ▶ More research based approaches, more control over plans by SPI for schools in which students don't make achievement goals.
 - ▶ Distribution formula revised: half on test scores, half on poverty beginning in 2005-06 school year.



Summary of State Education Policy Changes

1977

2004

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❖ Four student goals. (next slide)

❖ 180 days instruction; half-days kindergarten.

❖ About 1000 hours instruction.

❖ Instruction required in:

- ▶ Basic skills, district options, & work skills in higher grades based on statutory percentages.
- ▶ Subjects included in law.

❖ Four student goals. (next slide)

❖ 180 days instruction; half-days kindergarten.

❖ About 1000 hours instruction.

❖ Instruction required in:

- ▶ EALR's & district options, no percentage requirements.
- ▶ Subjects in law, virtually unchanged.
- ▶ College prep and voc ed directly or indirectly.



Summary of State Education Policy Changes

Student Goals – Then and Now

1977

2004

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- ❖ Distinguish, interpret, & use words, numbers, & other symbols, including sound, colors, shapes, & textures.
- ❖ To organize words & other symbols into acceptable verbal & nonverbal forms of expression & numbers into appropriate functions.
- ❖ To perform intellectual functions such as problem solving, decision making, goal setting, planning, predicting, experimenting, ordering & evaluating.
- ❖ To use various muscles necessary for coordinating physical & mental functions.
- ❖ Read with comprehension, write with skill, & communicate effectively & responsibly in a variety of ways & settings.
- ❖ Know & apply core concepts & principles of math; social, physical, life sciences; arts; & health & fitness.
- ❖ Think analytically, logically, & creatively; integrate experience & knowledge to form reasoned judgments & solve problems.
- ❖ Understand importance of work & how performance, efforts, & decisions directly affect future career & ed opportunities.



Summary of State Education Policy Changes

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- ❖ Teachers provide about 25 hours per week of classroom contact.
 - ❖ Assessments:
 - ▶ Local for SLO's.
 - ▶ Norm-referenced in 4th grade and survey of 8th and 11th.
 - ▶ Reported to community in annual district guide, with other info.
 - ❖ Teachers must be certificated under SBE rules.
- ❖ No classroom contact requirement.
 - ❖ Assessments:
 - ▶ State for EALR's. in 4th, 7th, 10th.
 - ▶ Norm-referenced for 3rd, 6th, 9th.
 - ▶ Reported to community in annual school report, with other info.
 - ▶ Reading and math assessments to be added in 3rd, 5th, 6th, & 8th by 2005-06 under the NCLB.
 - ❖ Teachers must pass exams and be certificated under SBE rules.



Summary of State Education Policy Changes Student Options and Accountability

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- ❖ Students expected to learn to individual teacher or district standards.
- ❖ Students must meet district & SBE requirements to graduate.
- ❖ Student options include public or private schools, a handful attend college early.
- ❖ All students expected to learn to state standards.
- ❖ In 2008, students must meet district, SBE & Certificate of Academic Achievement requirements to graduate. Requirements include a high school & beyond plan & a culminating project.
- ❖ Student options include home-schooling, alternative programs, Running Start, Tech-Prep, skill centers, college in high school, & transfer within & among districts. It may also include enrollment in a charter school in the future.



Summary of State Education Policy Changes

Accountability for Performance – School Level

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- ❖ School district & educator accountability based on required tasks (inputs).

- ❖ School district & educator accountability based on almost unchanged required tasks.

- ❖ School & district accountability:
 - ▶ Identification as successful or not based on student performance for state purposes.
 - ▶ Focused assistance offered to lowest performing schools.
 - ▶ No intervention until statute permits.
 - ▶ Accountability for Title I schools & districts based on student performance, as permitted by state law.



Education Reform

Era of Accountability 1999 - 2004

No Child Left Behind Act of 2001

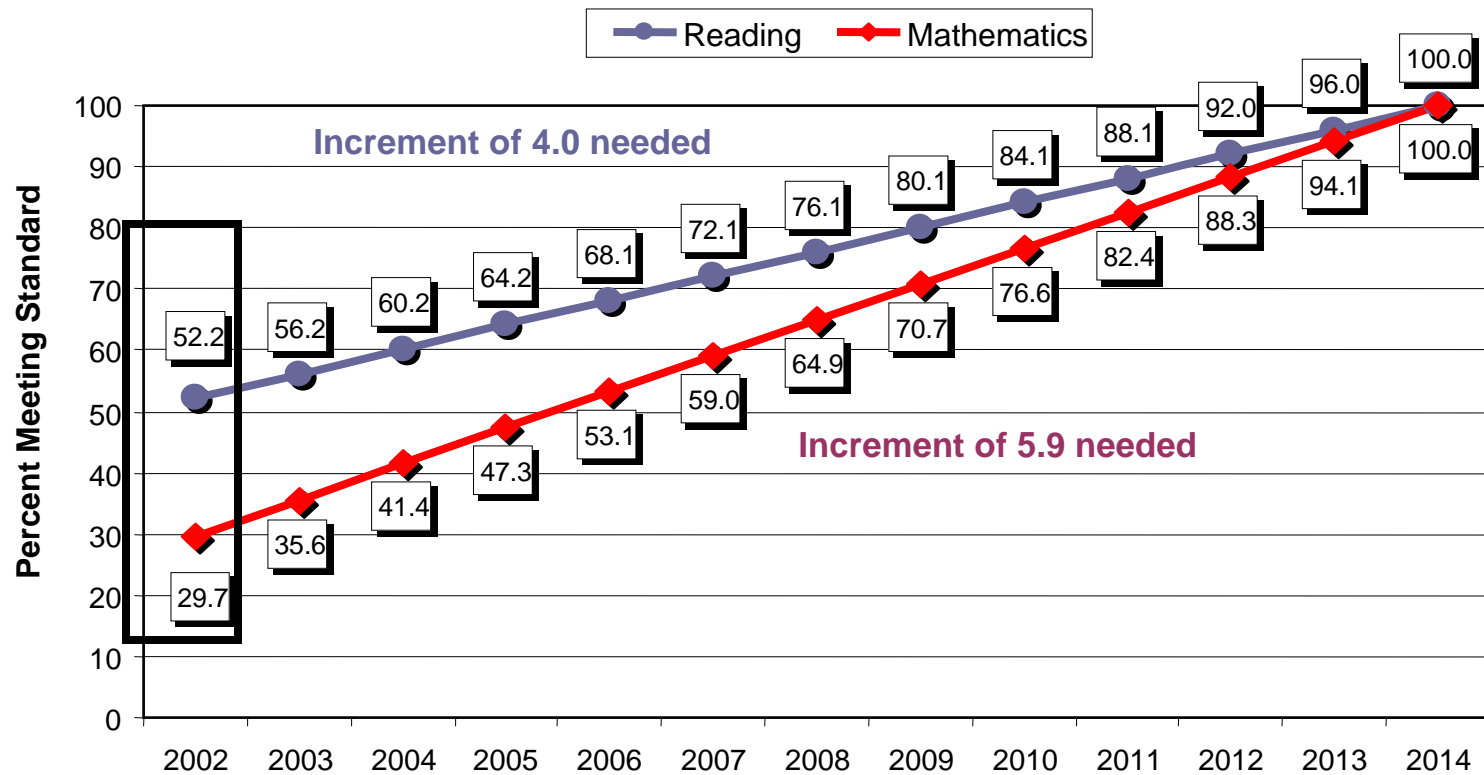
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- ❖ All students must be proficient in reading and math by 2014, with proficiency meaning students meet state standards as measured by state assessments.
 - ▶ In addition to testing, high schools must improve graduation rates and elementary schools report on unexcused absences.
 - ▶ Testing required in grades 3-8 and once in high school by 2005-06 school year. New assessments contingent on federal funding.
 - ▶ Schools must meet equal annual targets toward the 2014 goal. All subgroups must meet the annual targets or safe harbor.
 - ▶ Schools, districts, and state held accountable for annual results, from a menu of choices but only using only those choices permitted by state law.
 - ▶ Title I schools & districts are subject to federal measures, other schools & districts are not affected unless state law creates uniform accountability.



Grade 4 Yearly Targets

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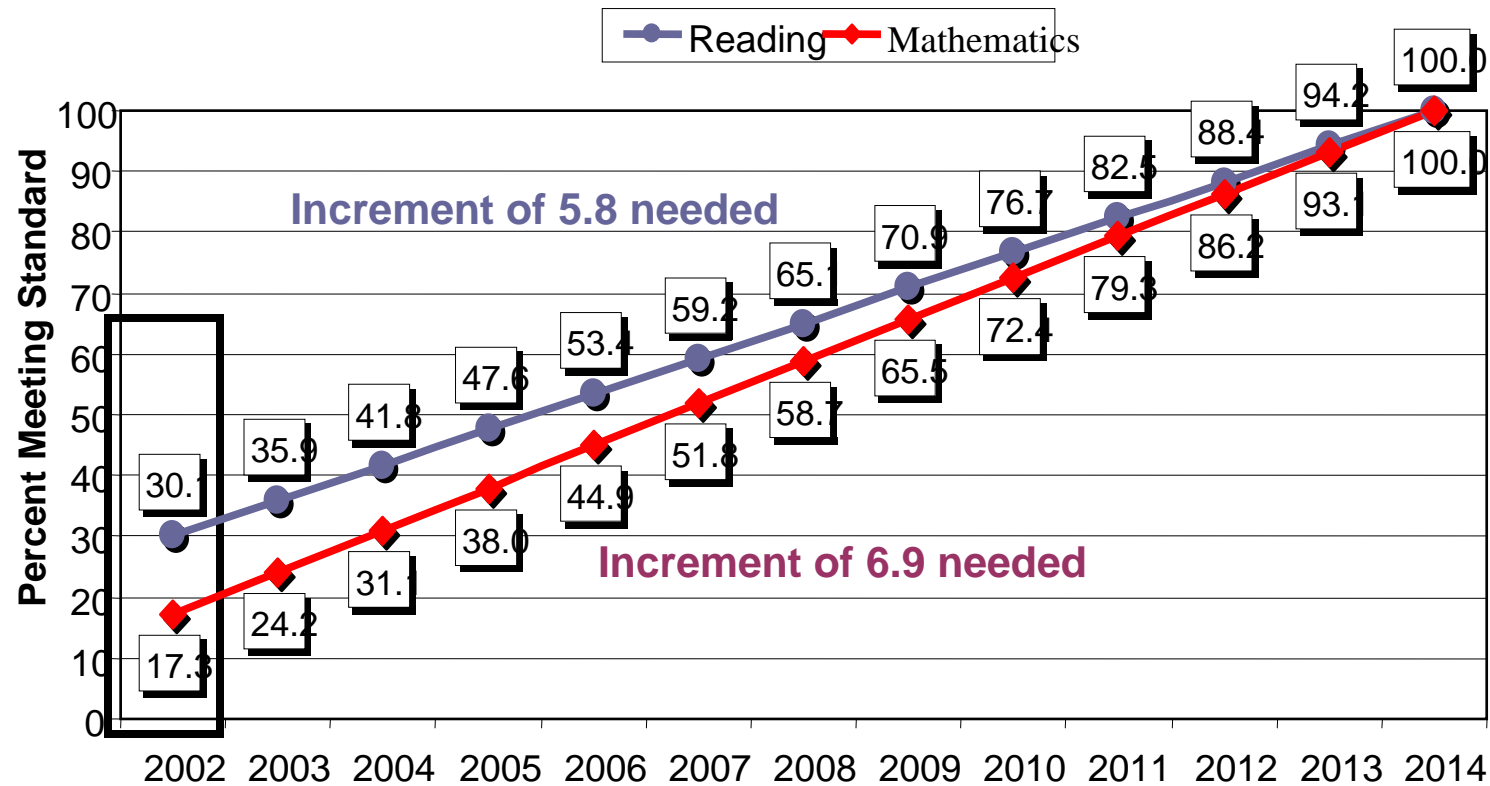
(Increments are rounded)

AYP can be made if the percent meeting standard is below the yearly target either via safe harbor or when the standard error is included in the total.



Grade 7 Yearly Targets

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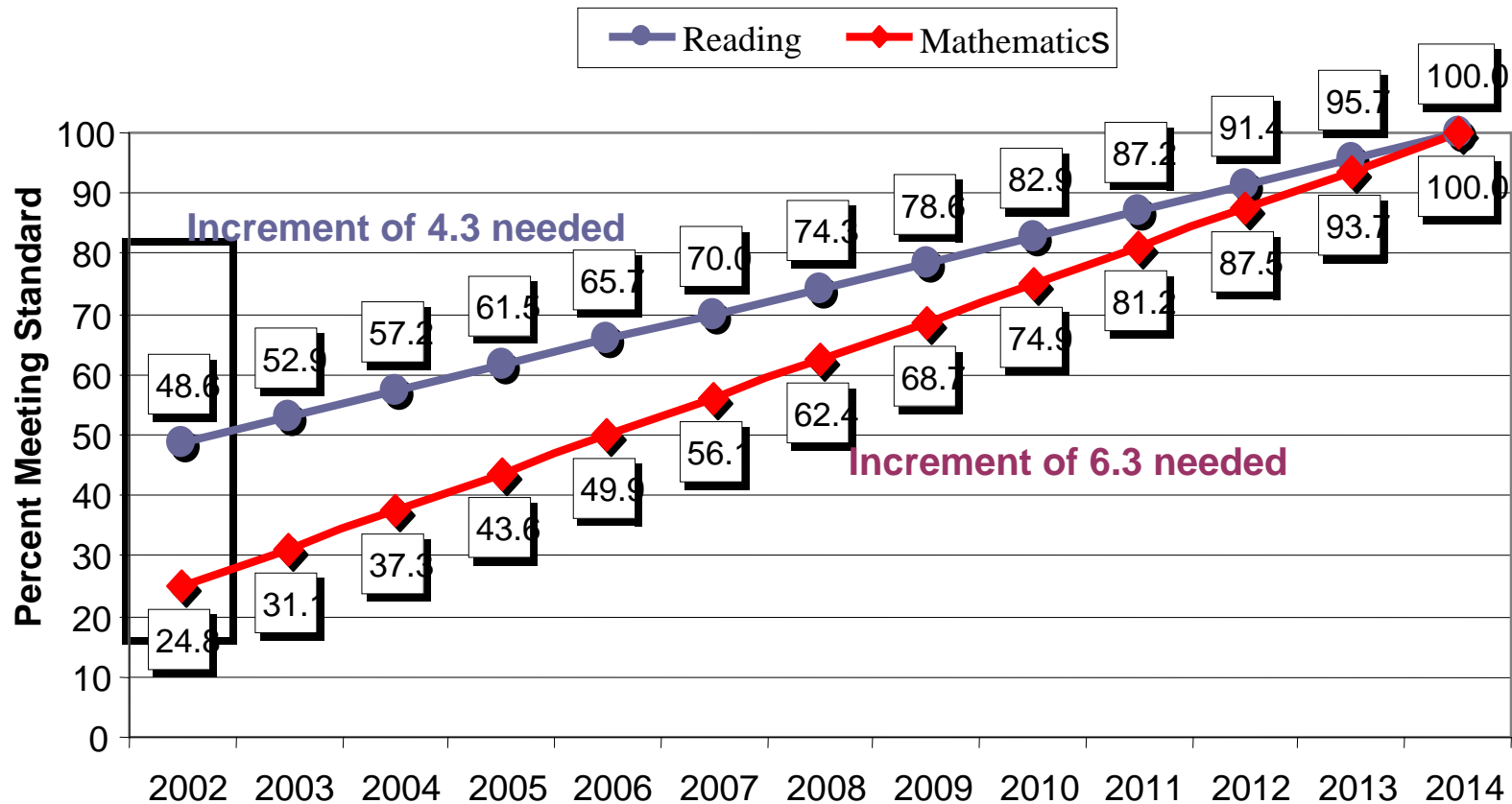
(Increments are rounded)

AYP can be made if the percent meeting standard is below the yearly target either via safe harbor or when the standard error is included in the total.



Grade 10 Yearly Targets

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(Increments are rounded)

AYP can be made if the percent meeting standard is below the yearly target either via safe harbor or when the standard error is included in the total.



Consequences of Not Making AYP



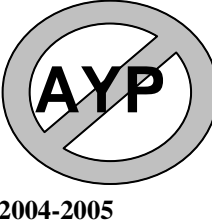
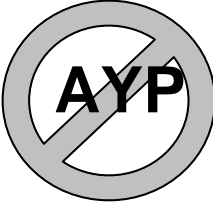

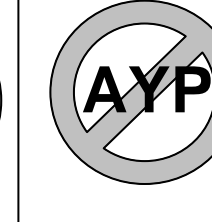
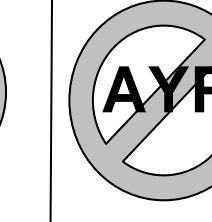
- ❖ **Conjunctive model – every group must make goal**
- ❖ **No consequences in first year (on “alert”)**
- ❖ **Consequences different for districts and schools**
 - ▶ **More severe consequences occur sooner for districts**
- ❖ **Not making AYP two years in a row in the same subject results in “improvement” status**
 - ▶ **Consequences increase over time for Title I schools/districts**
 - ▶ **Non-Title I schools do not face consequences**
- ❖ **Two years in a row to get in, two years in a row to get out**

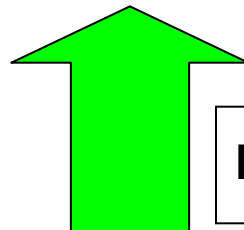


AYP Timeline For Schools

(Consequences apply only to schools receiving Title I funds) LEA Responsibility

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 WASL 2003 <div style="border: 2px solid blue; padding: 10px; display: inline-block; font-size: 2em;">1</div>	 WASL 2004 <div style="border: 2px solid blue; padding: 10px; display: inline-block; font-size: 2em;">2</div>	School Improvement Plan Public School Choice	Continue: Public School Choice Supplemental Educational Services	Continue: Public School Choice SES Corrective Action	Continue: Public School Choice SES Plan for Alternative Governance	Implement Plan For Alternative Governance
		 2004-2005 School Year Step 1	 Step 2	 Step 3	 Step 4	 Step 5



Identified for School Improvement

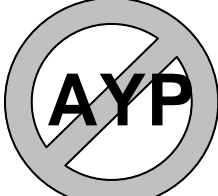
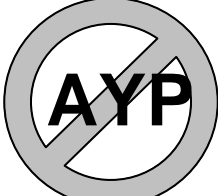
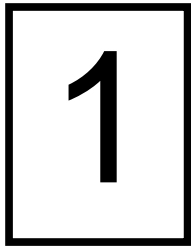


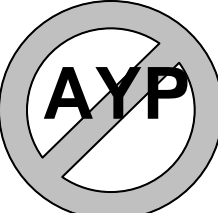


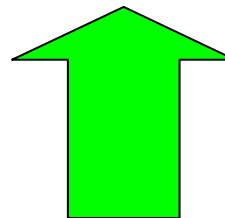
AYP Timeline for Districts

(Consequences apply only to districts receiving Title I funds)

SEA Responsibility

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 WASL 2003	 WASL 2004	District Improvement Plan State Offers Technical Assistance and <u>MAY</u> take Corrective Action	District Improvement Plan State <u>MUST</u> Take Corrective Action
 1	 2	 2004-2005 School Year Step 1	 Step 2



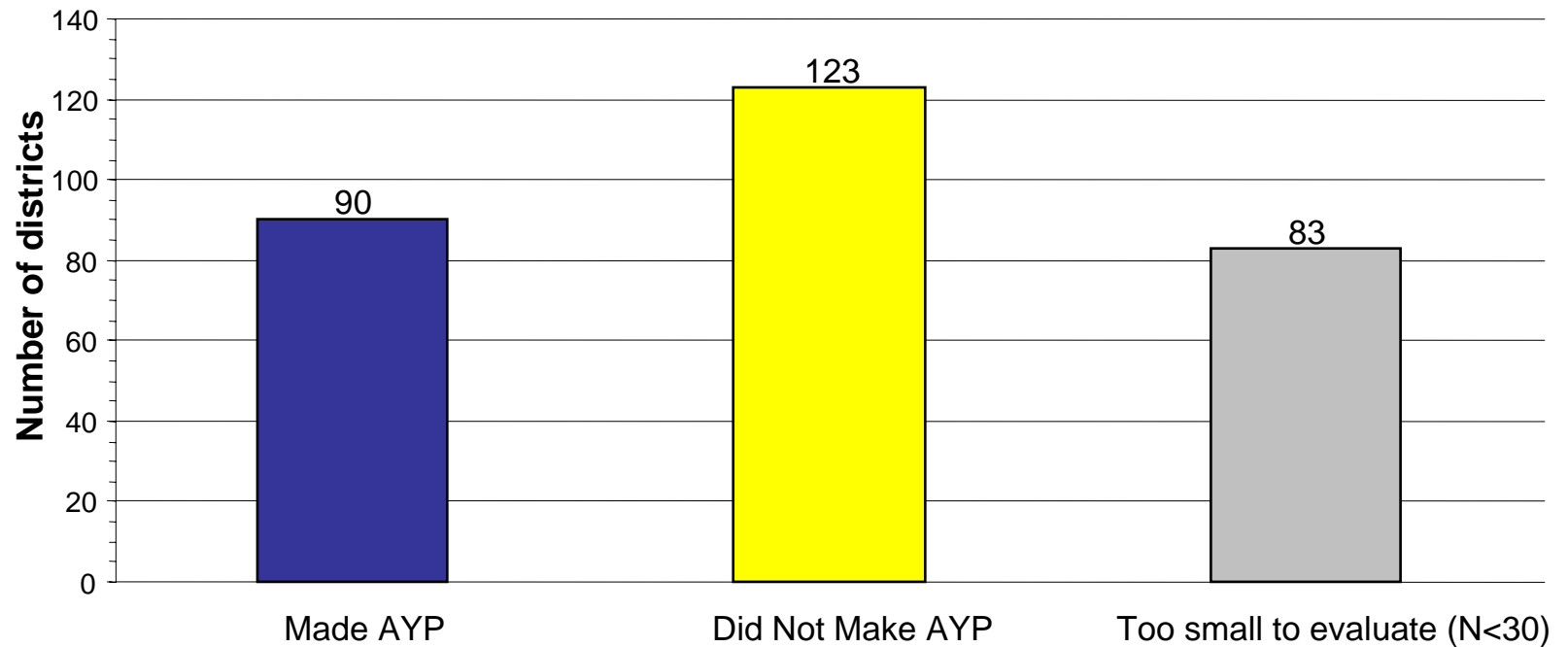
Identified for District Improvement



District 2003 AYP Results (All Grades)

296 Districts

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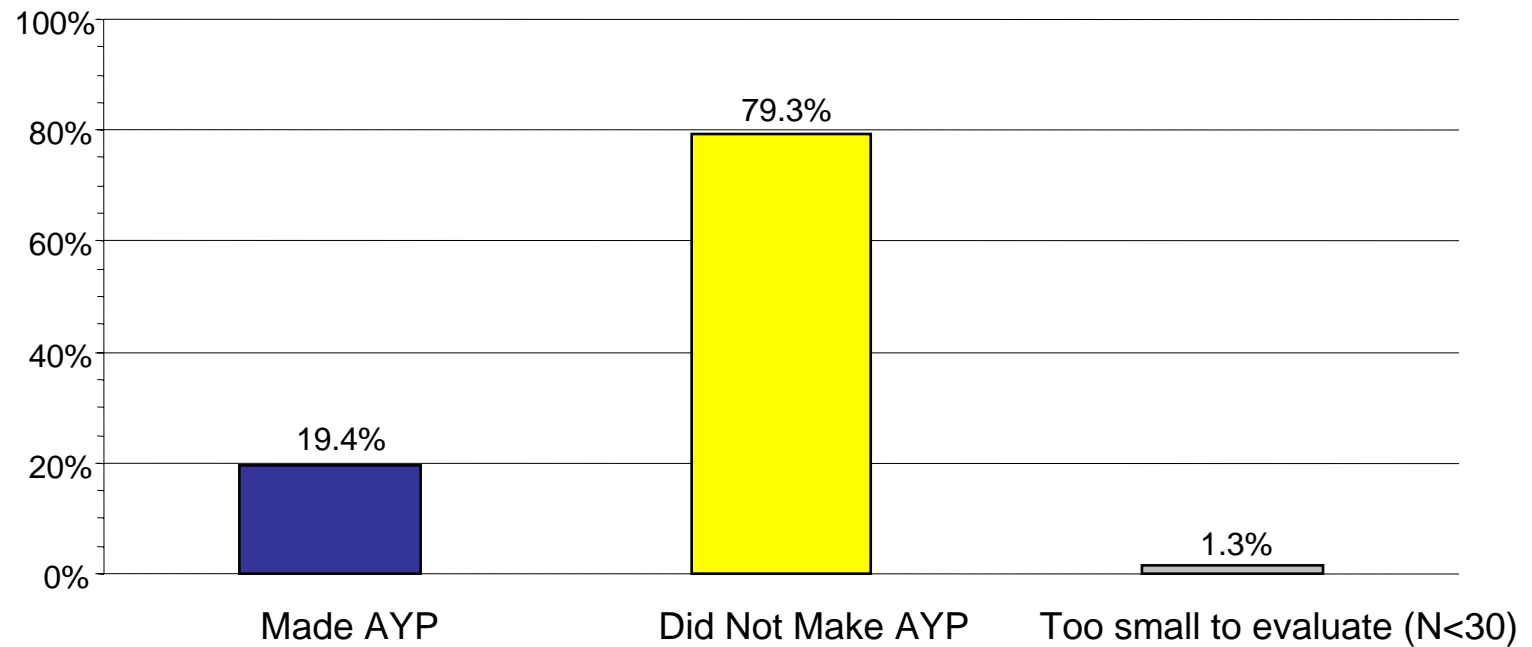


Washington State
2003 Adequate Yearly Progress Results



District 2003 AYP Results (All Grades) Based on Student Enrollment

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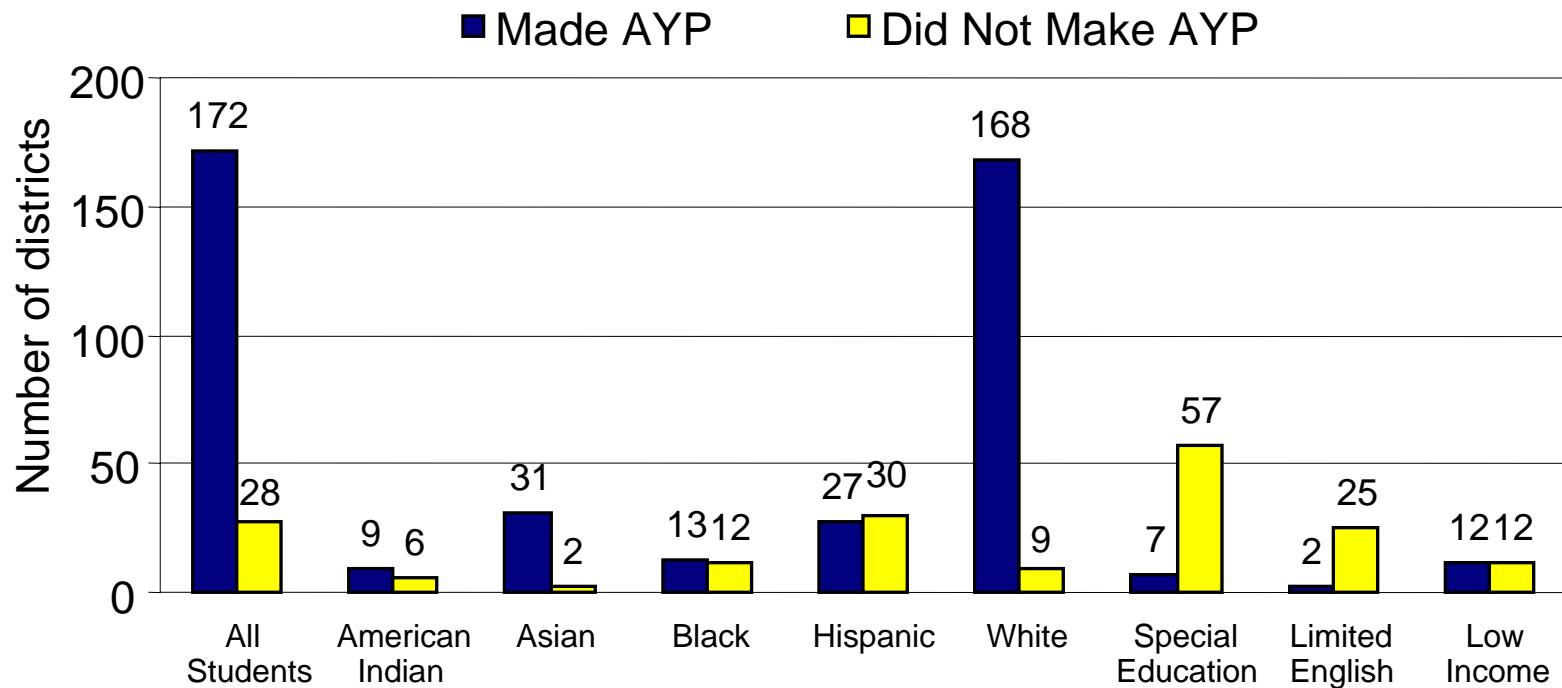


2003 District AYP Results

Grade 10 Reading by Student Group

(Group requires at least 30 students)

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Washington State
2003 Adequate Yearly Progress Results



Projected School AYP Results

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